



Board of Education

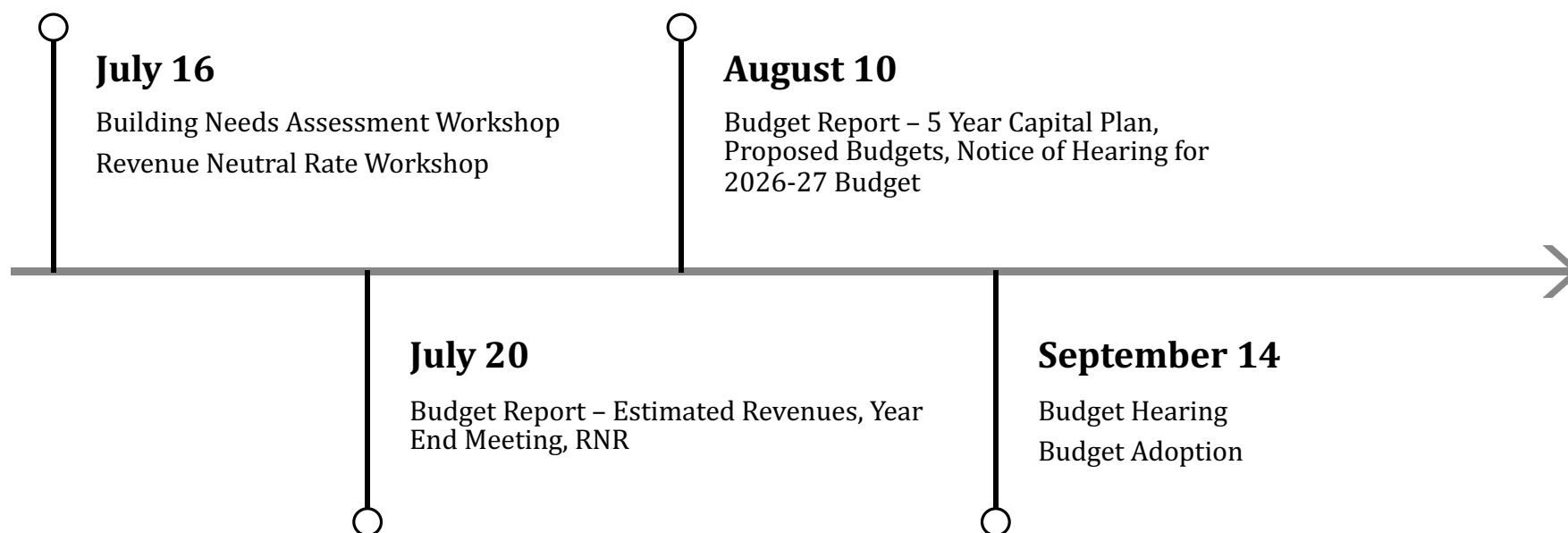
Building Needs Assessments

2026-2027 Budget Development Update

July 16, 2026



Remaining Timeline



Building Needs Assessments

K.S.A. 72-1163, Sub for HB2567

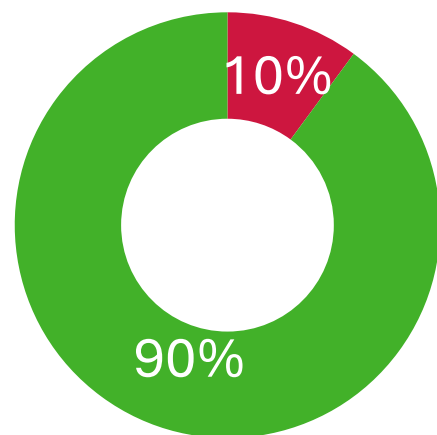
- Requires each school's needs assessment be published on web site
- Requires review of state assessments
- Requires BOE to answer these questions:
 1. What barriers must be overcome to have all students achieve proficiency above level 2
 2. What budget actions, recommendations or reallocation should be taken to address and remove barriers
 3. If budget actions are implemented, estimate amount of time to take for all students to achieve proficiency above level 2
- Requires minutes of BOE meeting where budget is adopted to reflect that:
 1. Needs assessments were provided to BOE
 2. Board evaluated needs assessments
 3. Reflect how BOE used assessments in approval of district budget



Curriculum Needs:

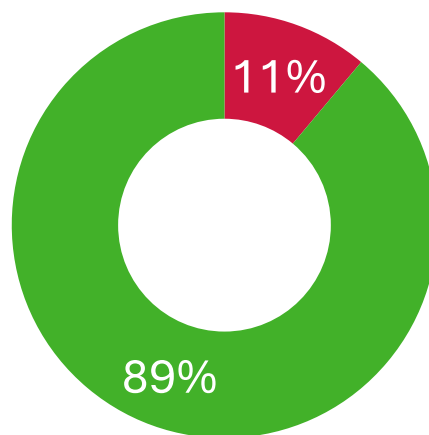
Are there appropriate and adequate instructional materials?

2023-24



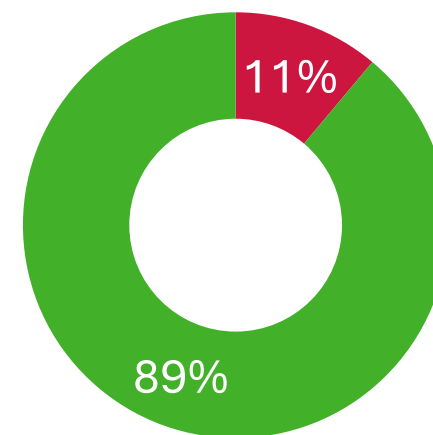
■ No ■ Yes

2024-25



■ No ■ Yes

2025-26



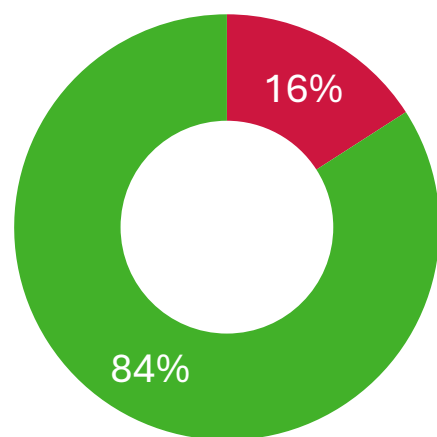
■ No ■ Yes



Technology Needs:

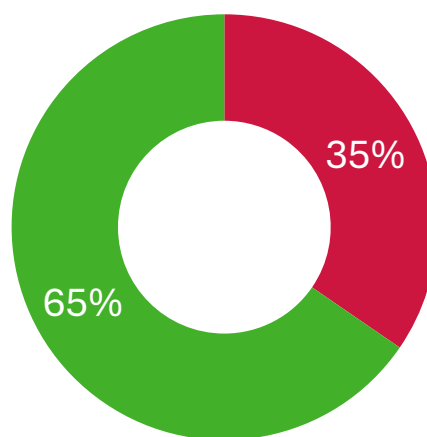
Is current technology appropriate?

2023-24



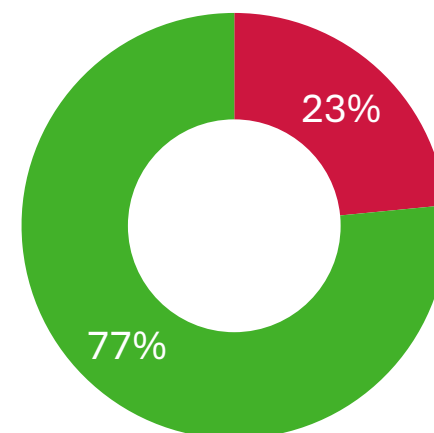
■ No ■ Yes

2024-25



■ No ■ Yes

2025-26



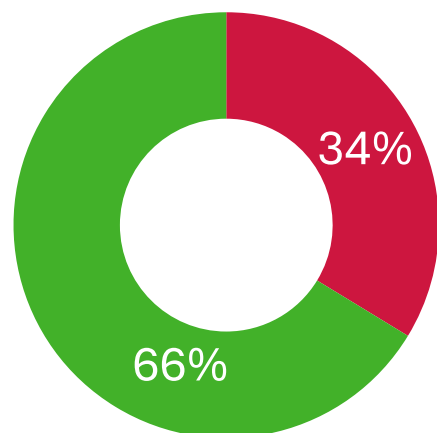
■ No ■ Yes



Staff Needs:

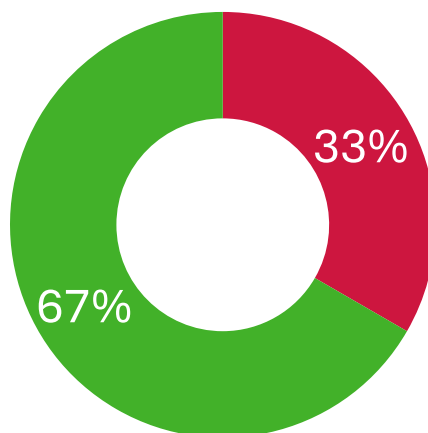
Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines which requires every classroom to contain an educator who is certified in the content area being taught in said classroom and meet the goals of the school?

2023-24



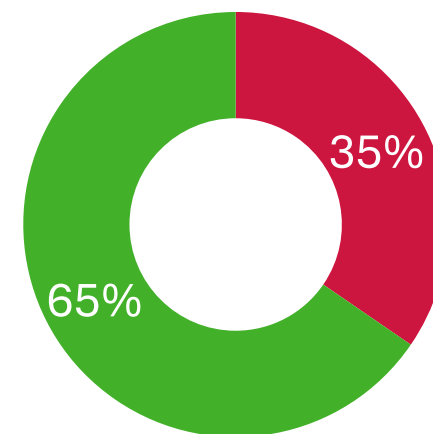
■ No ■ Yes

2024-25



■ No ■ Yes

2025-26



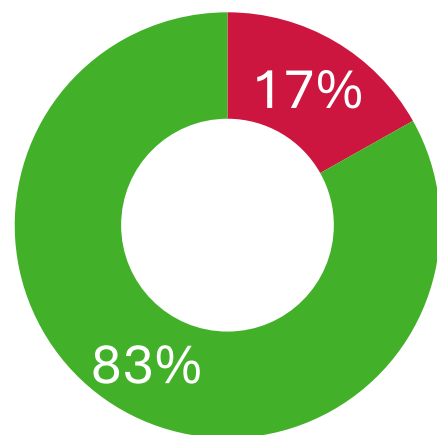
■ No ■ Yes



Facilities Needs:

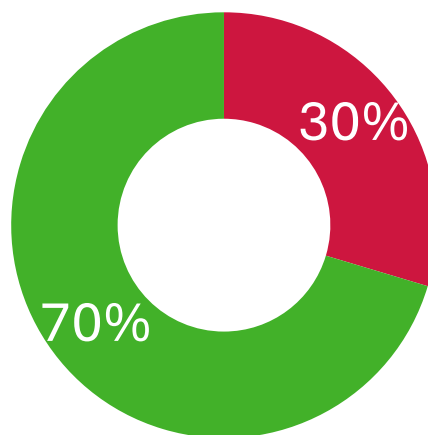
Is there adequate space for student learning?

2023-24



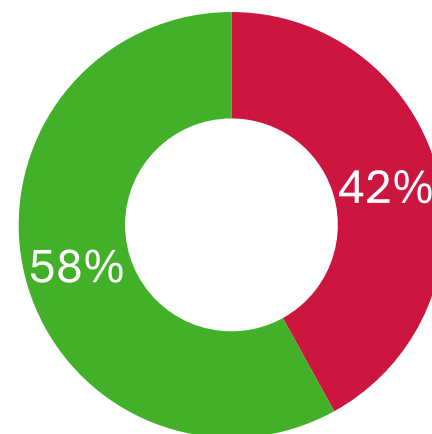
■ No ■ Yes

2024-25



■ No ■ Yes

2025-26

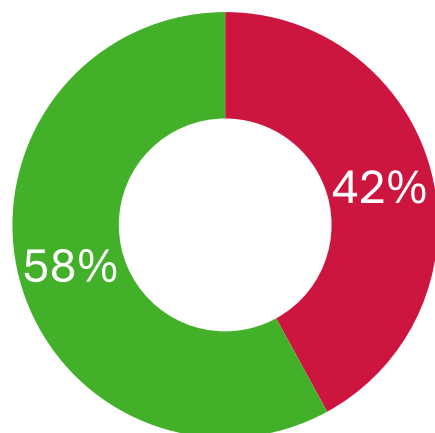


■ No ■ Yes

Facilities Needs:

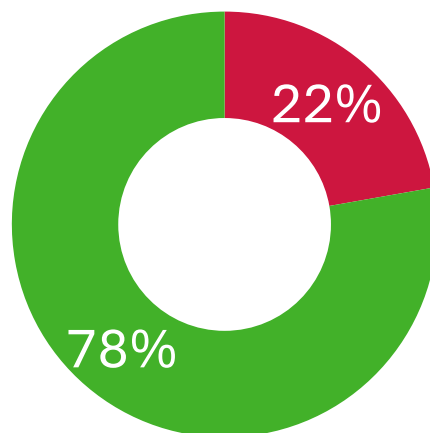
Are there necessary repairs and adjustments that need to be made?

2023-24



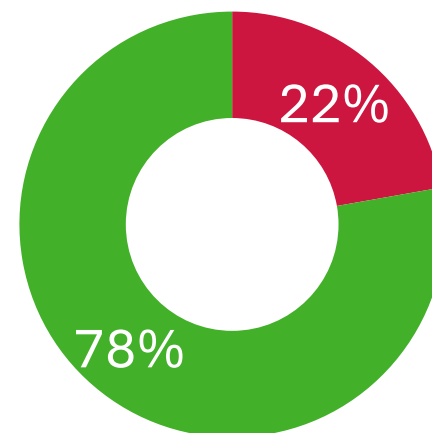
■ No ■ Yes

2024-25



■ No ■ Yes

2025-26



■ No ■ Yes



Barriers:

What are the barriers that exist for non-assessment related issues?

	2023-24 BNAs	2024-25 BNAs	2025-26 BNAs
Instructional Technology Training	22 out of 89, 25%	15 out of 83, 18%	13 out of 83, 16%
Curriculum	22 out of 89, 25%	19 out of 83, 23%	16 out of 83, 19%
Scheduled Time/PD Time	37 out of 89, 42%	26 out of 83, 31%	24 out of 83, 29%
Caseloads per Teacher	35 out of 89, 39%	31 out of 83, 37%	34 out of 83, 41%
Physical Space for Learning	21 out of 89, 24%	36 out of 83, 43%	46 out of 83, 55%
Child Study Team Ratios	42 out of 89, 47%	42 out of 83, 51%	41 out of 83, 49%
Paraprofessional Training	56 out of 89, 63%	52 out of 83, 63%	53 out of 83, 64%
Parent & Community Involvement	59 out of 89, 66%	55 out of 83, 66%	58 out of 83, 70%
Attendance/Ttruancy	74 out of 89, 83%	74 out of 83, 89%	63 out of 83, 76%



State Assessment Review

Building Needs Assessments

Assistant Superintendent of Learning Services, Holly Ingram



PERFORMANCE DESCRIPTORS

Level	Description
Level 1	A student at Level 1 shows a limited ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, math, science) standards.
Level 2	A student at Level 2 shows a basic ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, math, science) standards.
Level 3	A student at Level 3 shows a proficient ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, math, science) standards.
Level 4	A student at Level 4 shows an advanced ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, math, science) standards.

DISTRICT ELA PROFICIENCY RESULTS BY GRADE LEVEL

Reading	ELA Proficient (%) 2024-2025	ELA Proficient (%) 2025-2026*	2-Year Trend (Percentage Point Gain/Loss)
All	28.29	30.09	+1.8
10th	26.62	28.45	+1.83
8th	26.53	26.54	+0.01
7th	25.37	28.69	+3.32
6th	23.96	26.49	+2.53
5th	31.78	31.55	-0.23
4th	31.76	33.45	+1.69
3rd	35.76	35.1	-0.66

DISTRICT MATH PROFICIENCY RESULTS BY GRADE LEVEL

Math	Math Proficient (%) 2024-2025	Math Proficient (%) 2025-2026*	2-Year Trend (Percentage Point Gain/Loss)
All	18.62	21.11	+2.49
10th	16.09	18.05	+1.96
8th	21.38	20.79	-0.59
7th	16.22	19.64	+3.42
6th	18.14	10.1	+0.96
5th	19.4	23.53	+4.13
4th	18.8	23.99	+5.19
3rd	20.25	22.5	+2.25



DISTRICT ELA LEVEL 1 IMPACT

Reading	ELA Level 1 (%) 2024-2025	ELA Level 1 (%) 2025-2026*	2-Year ELA Level 1 Trend (Percentage Point Gain/Loss)
All	44.0	42.19	-1.81
10th	41.9	39.71	-2.19
8th	45.5	42.68	-2.82
7th	46.99	43.06	-3.93
6th	45.93	43.38	-2.55
5th	43.78	43.09	-0.69
4th	43.72	41.91	-1.81
3rd	40.48	41.61	+1.13



DISTRICT MATH LEVEL 1 IMPACT

Math	Math Level 1 (%) 2024-2025	Math Level 1 (%) 2025-2026*	2-Year Math Level 1 Trend (Percentage Point Gain/Loss)
All	50.61	46.11	-4.5
10th	52.26	48.91	-3.35
8th	46.33	44.79	-1.54
7th	49.26	43.84	-5.42
6th	50.45	45.89	-4.56
5th	51.29	46.33	-4.96
4th	53.58	44.08	-9.5
3rd	51.01	48.83	-2.18



Required Questions

Building Needs Assessments

Chief Financial Officer, Addi Lowell



Overcoming Barriers

- **Attendance is the most consistent barrier:** chronic absenteeism, tardiness, transportation, and health/family challenges limit students' access to core instruction and interventions
- **Needs of At-Risk Students are increasingly complex:** principals repeatedly identified behavior, mental health, trauma, motivation, and social-emotional regulation as barriers that reduce instructional time and require more intensive support
- **Schools need greater capacity to respond:** staffing, intervention support, ESOL/SPED services, family engagement, administrative staff, and other instructional resources are needed to meet academic gaps and nonacademic needs more consistently

Questions for WPS BOE:

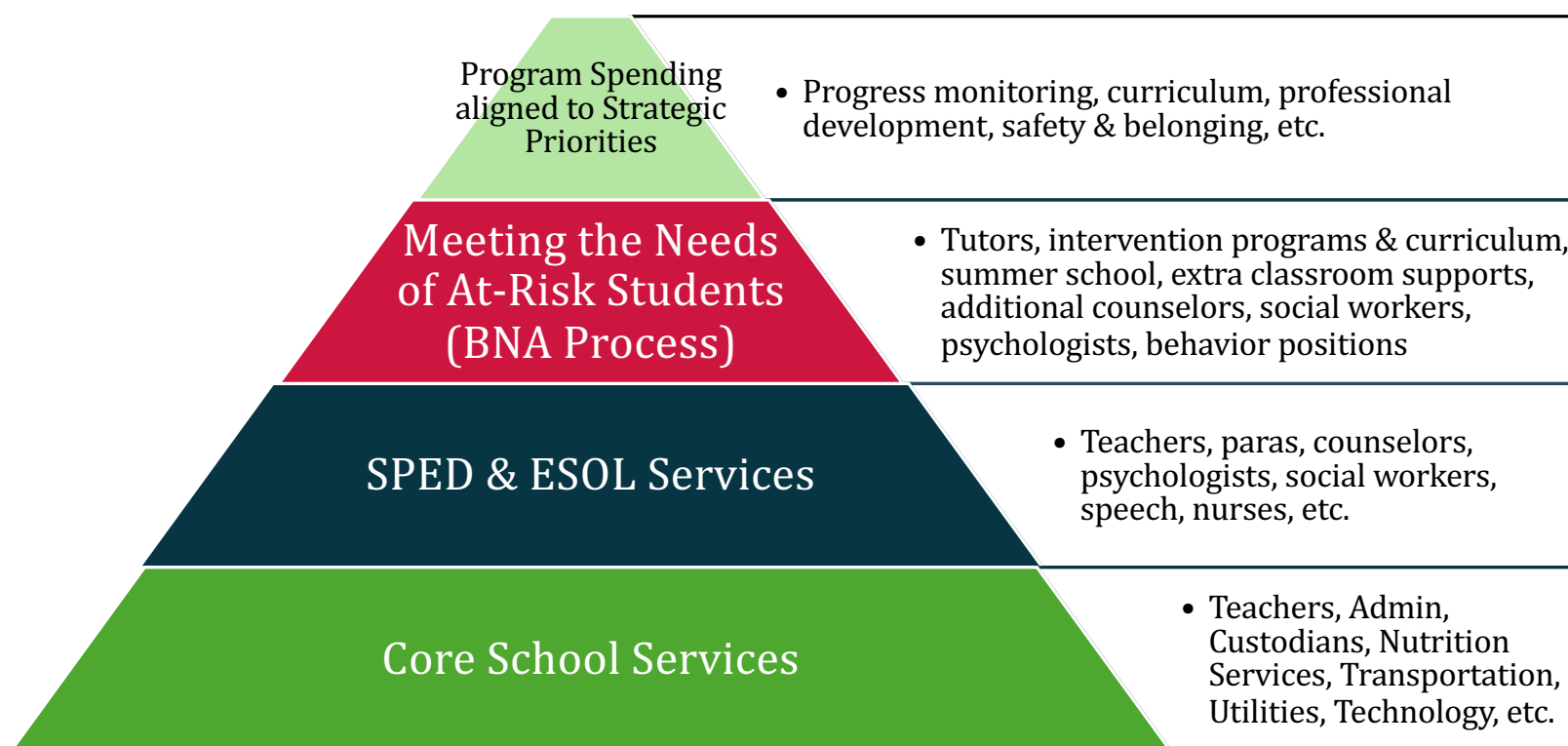


Question 1: What barriers must be overcome to have all students achieve proficiency above level 2?

Student	Staff	Parent	Community
Poverty	Student behavior	Poverty	Deterioration of Social Norms
Feeling disconnected/not motivated	Lack of needed supports (all types)	Language/cultural differences	Lack of supports for families in need
Mental Health issues	Staff health/attendance	Feeling disconnected from school	Deterioration of support for education
Attendance	Lack of training	Lack of time/other distractions	Misinformation about what is happening in classrooms
Language/Cultural differences	Expectations for student success	Mental health/other health issues	Unrealistic expectations of schools
Distractions	Student/teacher disconnect	School safety	Politics



Aligning the Budget Process



Questions for WPS BOE:



WICHITA
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Question 2: What budget actions, recommendations or reallocations should be taken to address and remove barriers?

#6 Most Requested Core Services

Isely, Spaght, Enders, Benton,
Franklin, Cessna, Griffith,
Jefferson

#5 Most Requested Mixed Abilities Support

McLean, Earhart, Spaght, White,
Heights

#5 Most Requested ESOL

Black, Enders, Price Harris, White,
Dodge, Little, Colvin, Robinson

#1 Most Requested Small Group Instruction Paras

Benton, Heights, Cessna, White,
Cloud, Little, CMA

#3 Most Requested Counselor, Social Worker, Psychologist

Various School Allocations,
Supplementals for Psychologists

#2 Most Requested Behavior Supports

Ortiz, Linwood, Woodland

#4 Most Requested Assistant Principals (Behavior Supports)

Buckner, Mueller, Jackson, Harry
Street

#7 Most Requested Attendance

Admin Assistant Support at
Linwood, North, Enterprise
Love Schools to 22 schools

Questions for WPS BOE:

Question 3: If budget actions are implemented, estimate the amount of time to take for all students to achieve proficiency above level 2.

- District Leadership Recommended BOE Response to 2025-26 BNAs for 2026-27 Budget Planning
 1. The district goal is **32-50%** of students performing at levels 3 & 4 by 2030. This would be a 2% increase each year to 2030 at the minimum.
 2. Decrease the percentage of students scoring a 1 from **47.6%** to **44.6%** on the spring 2026 3rd Grade Reading State Assessment.

Discussion

Chief Financial Officer
Addi Lowell

Assistant Superintendent
of Learning Services
Holly Ingram

